A group of young children are sitting at a table, engaged in a painting activity. They are using various colored paints and brushes on pieces of paper. The background is a white wall decorated with several colorful drawings of landscapes, including houses, trees, and bridges. The children are focused on their work, with some looking at the camera and others looking down at their paint.

High-Quality School Readiness Expansion Grant (HQSR-E) *New Applicants* Senate Bill 101

Tammy Goodwater, PreK-2 Specialist,
USBE

Florencia Schapira, Program Specialist,
DWS



DEPARTMENT OF
**WORKFORCE
SERVICES**



Background

- **Utah School Readiness Expansion Initiative** – Governor Herbert signed on March 28, 2016
 - HQSR-E bill 53A-1b-105 <http://le.utah.gov/~2016/bills/static/SB0101.html>
 - Expands access to *high-quality* school readiness programs for economically disadvantaged students (free and reduced lunch or TANF eligible)
 - Provides TANF (Temporary Assistance for Needy Families) funds for LEAs
 - Components of a High-Quality School Readiness Program
 - Independent evaluation of the performance outcomes

Purpose

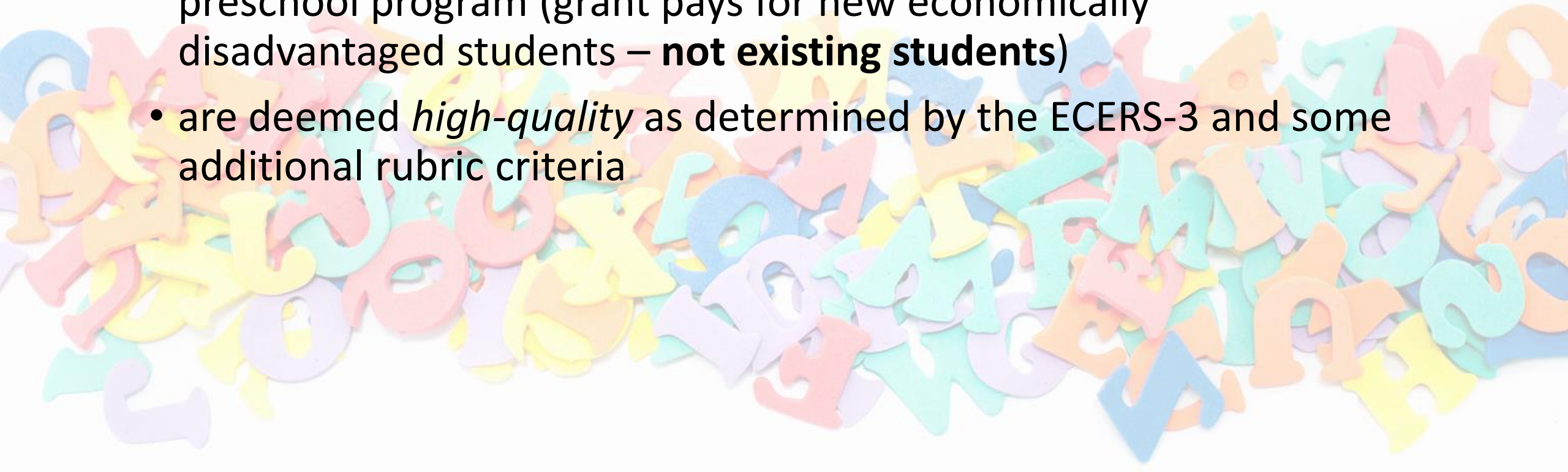
- Provides grant funds to Local Education Agencies (LEAs) with **existing early education programs deemed high-quality**
 - Increase school readiness
 - Improve academic performance
 - Reduce remediation costs



Who May Apply?

Programs that:

- provide services to economically disadvantaged, **four-year-old** children
- illustrate how the funds will be used to **expand** their current preschool program (grant pays for new economically disadvantaged students – **not existing students**)
- are deemed *high-quality* as determined by the ECERS-3 and some additional rubric criteria



Child Eligibility

Eligibility Criteria for children attending TANF preschool programs:

- **Age** of preschool pupils: “ . . . A pupil must have attained at least his/her fourth birthday on or before September 2nd of the year in which that pupil enrolls.”
- Children must also meet the following **criteria for TANF eligibility**:
“Economically disadvantaged student” means a student who has qualified or will qualify for:
 - free lunches (130% of poverty)
 - reduced priced lunches (185% of poverty)
 - under the National School Lunch Program established by 43 U.S.C. 1751**OR**
 - parental income meets 200% of poverty (TANF)
 - ***Validation of eligibility will be required***

Curriculum

Utilize an **evidence-based curriculum** that includes:

- developmental domains
- academic content areas
- defined in the Utah Early Childhood Standards adopted by the State Board of Education



Programs incorporate:

- **intentional and differentiated instruction**
 - whole group
 - small group
 - child-directed learning

Academic Content Areas

- Oral Language
- Listening Comprehension
- Phonological Awareness (*letter sounds*) and prereading
- alphabet and word knowledge
- Writing
- book knowledge and print awareness
- Math: numeracy
- Creative Arts
- Science and Technology*
- Social Studies
- Health & Safety
- P. E.



Evaluation

- **Ongoing assessment** of a student's educational growth and developmental progress to inform instruction
- **Pre- and post-assessment** of each student (parental consent to assess by independent evaluator)
- **Ongoing program evaluation** and data collecting to monitor program goal achievement and implementation of required program components



Students & Families

- Encourages **family engagement**
 - ongoing communication between home and school
 - parent education opportunities based on family circumstances
- Provide a **class size** that does not exceed 20 students
 - *one adult for every 10 students in the class*



Educators

Each **teacher** must have at least obtained:

- The minimum standards of a **child development associate** (CDA) certification; or
- An associate or **bachelor's degree** in an early childhood education related field
- Ongoing, focused, and intensive **professional development** for staff
- Preschool programs *may use funds for allowable activities* (See Appropriate Uses of TANF Funds)

Monitoring of Program Requirements

- Frequent contact with TANF Preschool Administrator to ensure contract components are being met
- Changes to the grant and budget, after they are approved in writing by USBE, must be reported to the TANF Preschool Administrator within **10 days** including budget, enrollment, and staffing

Confidentiality

- The LEA shall **maintain the confidentiality** of all of its records, including but not limited to:
 - billings
 - USBE's records
 - participant records,
 - in accordance with applicable federal and state laws, regulations, and directives relating to confidentiality
- **Inform all** LEA officers, employees and agents providing services of the confidentiality provisions
- The LEA shall be responsible for the consequences of any breach of confidentiality

Family Educational Rights and Privacy Act (FERPA)

- Federal law that protect the privacy of student education records
- Allows for the disclosure of Personally Identifiable Information (PII) from education records without consent for education-related purposes
 - Example: An State Education Agency (SEA) may disclose PII from education records without consent to an organization for the purpose of conducting a study that compares program outcomes across school districts to further assess what programs provide the best instruction and then duplicate those results in other districts
- FERPA provides that the PII from education records cannot be published in a way that would allow individual students and their parents to be identified

Penalties for Failure to Perform

Penalties for failure to meet the performance standards shall be applied as follows:

- The preschool's performance shall be reviewed against the performance standards in Section 4.0 (Performance Standards) on a timeframe outlined by the TANF Preschool Administrator and the State Board of Education
- Failure to meet a standard may require the preschool to develop a corrective action plan
- Successfully implement the corrective action plan or face termination of the grant

Performance Standards

Grant performance shall be measured by the following performance standards:

- **Verification**

Ability to **immediately produce documentation** which verifies eligibility of enrolled children and the number of children served, and all of the performance information reported to the Utah State Board of Education and the TANF Preschool Administrator

- **Deadlines**

Accomplish all of the reporting and documentation deadlines and requirements as provided for in the grant

- **Adherence to Schedules**

Adhere to established schedule for the delivery of designated services as approved by the Utah State Board of Education

Application Process

- December 15: Letter of Intent to apply for HQSR-E due
- January: Based on letters of intent, LEAs will be contacted to schedule an ECERS observation on a *randomly selected* program in the district
 - LEAs will be notified if their ECERS score indicates evidence of a high-quality program
 - An overall score of **3.0 or higher** on ECERS-3 and components of ECERS-E is needed to submit an application
- An interview will also be conducted the day of the observation and scored on a rubric
 - Be prepared to show evidence of the high-quality elements
- USBE will notify applicants of non-approval or conditional approval
 - including any recommendations of changes that need to be completed
- February 16: LEA submits application to be reviewed by committee

Application Instructions

Complete all forms accurately.

This document will be used to evaluate compliance with legislation and TANF Preschool Requirements

- Please use the following grant application format:
 - use only the **space provided** for responses
 - responses should be **single spaced** and use **Calibri 11 point font**.
- **Any changes in grant format will result in elimination of grant from consideration.**
- All data should be based on *local need* and not national statistics or studies
- Data generated internally must meet the requirements for compliance with research-based, data-driven design
- **Reports may be attached or grant readers may request additional data or reports to verify information**

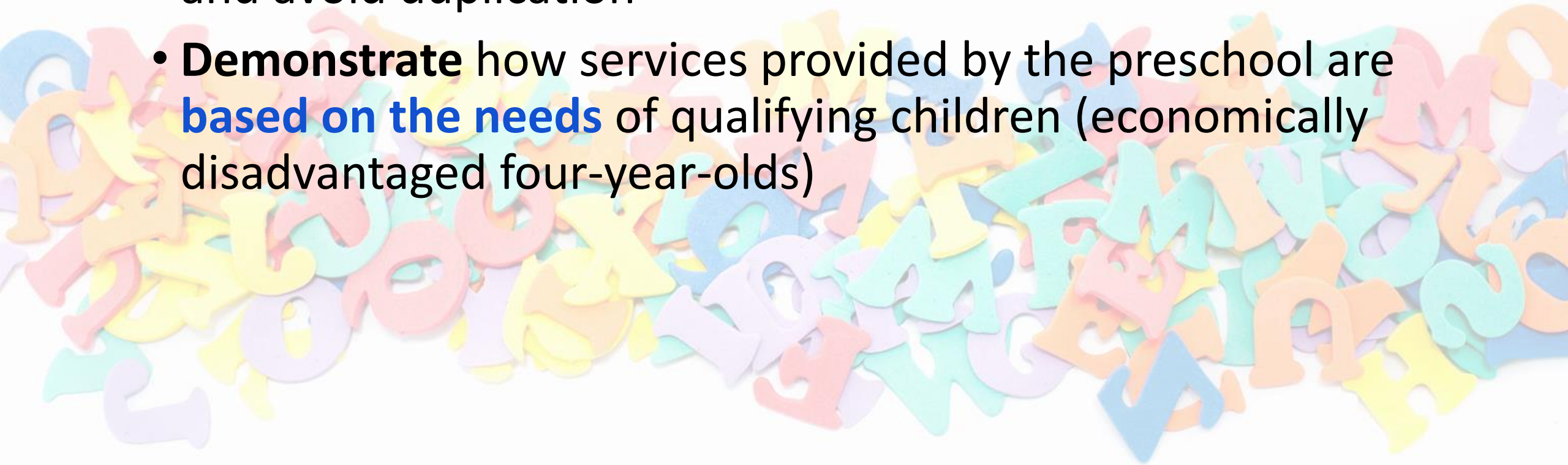
Application and Assurance

- A pdf copy of the application is provided on the USBE preschool website to type information into the text boxes.
- **A Word copy of the application can be made available if more space is needed on B9**
 - “Conducts ongoing program evaluation and data collection...”
 - There is a note at the bottom of the table that indicates it can be extended as needed
- Assurance
 - Provide the services agreed to in the grant contract



TANF Preschool Responsibilities

- **High-quality preschool** services consistent with the needs of the local community, including partnerships with other early childhood providers, to enhance program services and avoid duplication
- **Demonstrate** how services provided by the preschool are **based on the needs** of qualifying children (economically disadvantaged four-year-olds)



Statement of Need



- The intent of the TANF preschool grant is to provide local communities with:
 - “high-quality” preschool programs
 - for underserved children
 - at high risk for school failure due to poverty
- **Applicants must demonstrate how they will serve additional new children who are TANF eligible and not children already attending the program**

Recruitment

- How have you determined there is a need for the services you propose?
 - Describe local data that was used to determine the population you will serve and the needs of families
 - Grant readers may contact programs for additional information to verify data
- What policies and procedures will be used to admit *eligible* students to the preschool program?
- How will you recruit eligible children who are not currently receiving preschool services?

Funding

Grant must supplement other sources of funding, not replace

Describe:

- What **fees** the student's parent or legal guardian will pay?
- How will **other funding sources** be used to increase access to the program? (i.e., federal, private grants or donations, or existing or planned partnerships between the LEA and eligible private provider or home-based technology provider)
- How will funds be used to:
 - **expand the number** of eligible students served?
 - **target the highest risk students**, including children at risk of experiencing intergenerational poverty?
 - support an **inclusive program**?

Budget Detail and Narrative

On the Budget Form:

- itemize
- detail
- describe

on each line item for each year of grant funding requested

- Budget Detail Form (Sheet 1)
- Narrative (Sheet 2)
- For details on allowable uses of TANF funds, visit:
<https://jobs.utah.gov/services/tevs/appropriateusestanffunds.pdf>

High Quality School Readiness Program Expansion Budget Detail Form			
LEA:			
Program Expenses	Grant Funds Requested Year 1	Grant Funds Requested Year 2	Total Budget Request
1. Salaries			0
2. Fringe Benefits			0
3. Travel/Transportation			0
4. Space Costs			0
5. Utilities			0
6. Communications (printing, copying, phone, postage)			0
7. Equipment/Furniture			0
8. Supplies			0
9. Miscellaneous			0
10. Indirect Costs			0
11. Ongoing, Sustained, Focused Professional Development			0
12. Insurance			0
13. Professional Fees/Contract Services			0
Total Program Expenses	0	0	0

Application Specifications

In submitting an application, programs agree to the stipulations below:

- The Utah State Board of Education reserves the right to reject:
 - any application received if it is determined **the proposal does not meet the specifications outlined in the application**
 - any application received, **if funds should be limited for any reason**
- **The Utah State Board of Education is the final approving authority** for all reports and products occurring as integral parts of any funding agreement resulting from the application
- **Funding for purchase, construction or permanent improvement of any building or facility will not be authorized;**
- All documents, reports, records, field notes, data, and materials of any kind resulting from this application become the **property of the Utah State Office of Education**
- The application must **include a signed cover page** with original application

Application Review and Selection Process

- The Utah State Board of Education will evaluate each proposal received
- Selection will be made by the end of **April 2018**
- Selection of the awards will be made by the Utah State Board of Education **based on high-quality status and performance** on the grant application rubric.
- An award is not final unless approvals are given at each level and **no funds may be expended prior to final approval**





HQSR-E Grant Application Rubric

Applicant Name: _____

Amount Requested: _____

Instructions: Evaluate the application based on the criteria listed in the rubric. Enter a score of 1-4 for section where indicated.
Score as follows: Exemplary = 4, Developing = 3, Emerging = 2, Insufficient = 1 No Response = 0

1. Cover Page and Assurances (10 points)

Cover page and assurance page are accurate and complete.	Score	Weight (.25)	Points (10 Max)
High Quality – score 4 <ul style="list-style-type: none">The information and the source of the information is clearly described.All required information is included.An authorized representative, who has the authority to enter into contracts with the state and commit the organization's resources to the project, has signed the assurance page.	4	4 x 2.5 = 10 points	
Developing – score 3 <ul style="list-style-type: none">Most of the required information is included.	3	3 x 2.5 = 7.25 points	
Emerging – score 2 <ul style="list-style-type: none">Some of the required information is included.	2	2 x 2.5 = 5 points	
Insufficient – score 1 <ul style="list-style-type: none">The information is not provided, or the source of the information is not provided.Some information is missing.	1	1 x 2.5 = 2.5 points	
No Response	0		
Comments:			
TOTAL Section 1: Cover Page and Assurances (10 Points Maximum)			

A. Statement of Need (15 points)

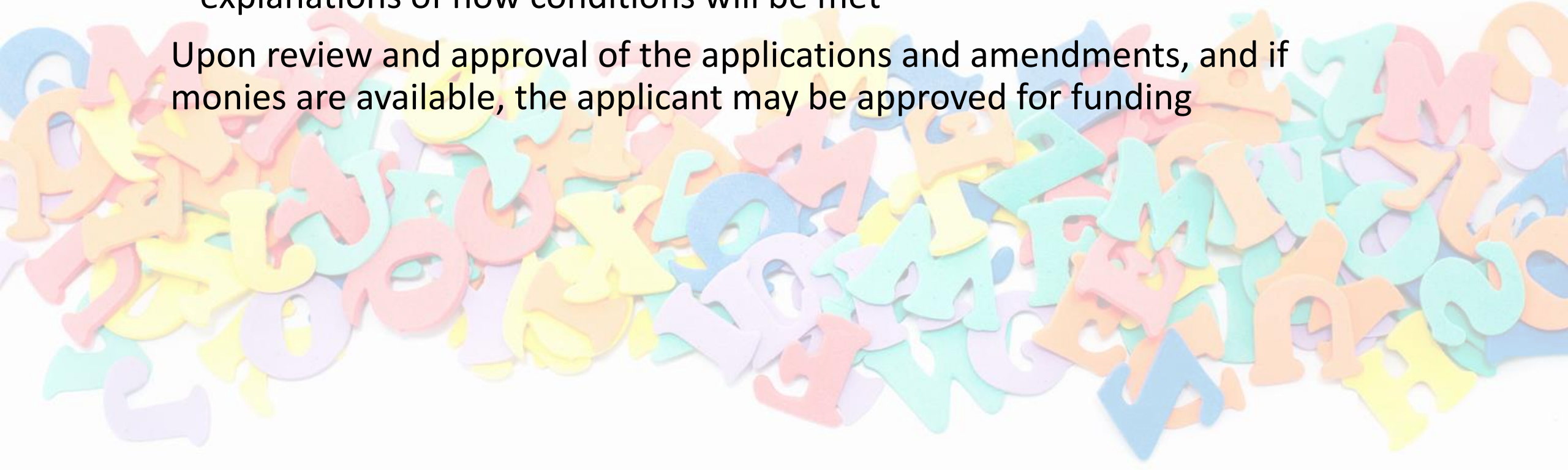
Current recruitment process for students and families participating in the program.	Score	Weight (.75)	Points (3 Max)
High Quality – score 4 <ul style="list-style-type: none">A recruitment process is described that demonstrates the program provides access to all families in the program's service area, including families that are low-income.	4	4 x .75 = 3 points	
Developing – score 3	3	3 x .75 =	

Conditional Approvals

If a conditional approval is recommended

- a letter will be sent to the applicant
- list of conditions that must be met for the application approval
- application amendments must contain recommended changes or explanations of how conditions will be met

Upon review and approval of the applications and amendments, and if monies are available, the applicant may be approved for funding



Right to Award, Reject, or Negotiate

- The Utah State Board of Education retains the right to negotiate reasonable adjustments with programs or reject any and all applications
- **The successful award will meet the intent of the funding and be the most advantageous to the goals of the legislation**
- The Utah State Board of Education may consider suggested modifications to the application received at any time before the award is made, if such modifications meet the intent of the funding and are in the best interests of the State of Utah
- **The successful applicant will demonstrate the ability to document, coordinate and integrate project activities with direct project costs and expected outcomes that best meet the intent of the funding**

Cancellation of Grants

The Department of Education reserves the right to terminate any contract if the recipient:

- demonstrates fiscal irresponsibility as defined by the Utah State Board of Education
- fails to perform in accordance with the conditions of the application and/or grant;
- fails to perform in accordance with the application and any negotiated modifications OR
- the terms and conditions under which the application was approved change and the applicant cannot fulfill the need, goals, objectives and/or population to be served

Nondiscrimination

- Equal and fair consideration of all populations, regardless of:

- race
- Gender
- Color
- national origin
- Religion
- Age
- disability



- Includes the selection of personnel, advisory or steering committee members and in other activities operated as part of the project

Performance-Based Contract

- Payments to programs are reimbursed through USBE and based on actual TANF related expenditures paid by the preschool
- The contract is performance-based in that penalties will be assessed for failure to meet *specific performance standards*

Effective Date

- Contract effective date: July 1, 2018
- Continue through June 30, 2019
- **Contingent upon funding and performance**, with the option of third year renewal

Reimbursement Procedures

- Melissa Strautins, USBE auditor, HQSR-E
- HQSRE reimbursement requests and backup documentation are submitted to USBE, through the Utah Consolidated Application (UCA) system (<https://uca.schools.utah.gov>)
- USBE staff reviews the requests prior to submitting to DWS for reimbursement
- DWS requires 100% documentation for all transactions. USBE must receive and review reimbursements request and documentation prior to authorizing payments

Reimbursement Procedures

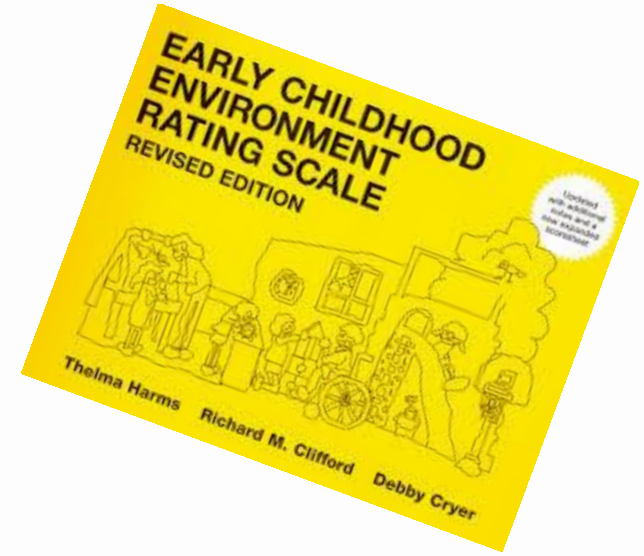
- Documentation should include the following:
 - A general ledger detail of expenditures for the HQSRE program
 - All backup documentation for the general ledger detail
 - If your LEA has elected to track IGP scholarship expansion expenditures separately from HQSRE expansion expenditures, please include a statement indicating this
 - If your LEA is using the same account to track the expansion expenditures for HQSRE and the IGP scholarship, ***total expenditures must be equal to or less than total revenue for both***
 - For the IGP scholarships, your LEA is required to calculate a cost per student to submit to DWS. To determine this cost per student, a copy of the adopted preschool tuition schedule can be used to calculate the IGP scholarships. If your LEA does not have an adopted preschool tuition schedule, an analysis must be developed which captures the cost per student to run a preschool classroom for a year
 - LEAs must ensure that IGP expenditures are not also being paid for by HQSRE TANF funds
 - USBE recommends that IGP expenditures and HQSRE TANF funds be recorded separately

Reimbursement Procedures

- *Attendance/Enrollment Records*
 - Attendance reports will be documentation for number of expansion seats served, with a summary of TANF, SPED, regular tuition, and IGP
 - Your LEA must provide overall enrollment data and records (through Movelt) to show a baseline of students who attended 60 days or more in the year prior to receiving grant funds
 - To account for expansion seats, your LEA must provide enrollment data and records (through Movelt) who attended 60 days or more in the current grant year and subtract the baseline figure
 - This number will be used to validate the reasonableness of expenditures claimed against TANF funds
 - Questions regarding Movelt, please contact Kristin Campbell at: Kristin.Campbell@schools.utah.gov

What is ECERs?

- Early Childhood Environment Rating Scale (ECERs)
 - ECERs-3 (3rd edition)
- Comprehensive definition of quality
- Reliance on observation and evidence of access to base assessment of classroom quality
- 35 items, 6 subscales
- Yes/No indicators of quality
- 1–7 point item scores
- A total score is calculated and averaged for an overall program score



What does ECERs evaluate?

35 Items/6 Subscales

Space and Furnishings

1. Indoor space
2. Furnishings for care, play, and learning
3. Room arrangement for play and learning
4. Space for privacy
5. Child-related display
6. Space for gross motor play
7. Gross motor equipment

Personal Care Routines

8. Meals/snacks
9. Toileting/diapering
10. Health practices
11. Safety practices

Language and Literacy

12. Helping children expand vocabulary
13. Encouraging children to use language
14. Staff use of books with children
15. Encouraging children's use of books
16. Becoming familiar with print

Learning Activities

17. Fine motor
18. Art
19. Music and movement
20. Blocks
21. Dramatic play
22. Nature/science
23. Math materials and activities
24. Math in daily events
25. Understanding written numbers
26. Promoting acceptance of diversity
27. Appropriate use of technology

Interaction

28. Supervision of gross motor
29. Individualized teaching and learning
30. Staff-child interaction
31. Peer interaction
32. Discipline

Program Structure

33. Transitions and waiting times
34. Free play
35. Whole-group activities for play and learning

Sample ECERs: Space & Furnishings

Scale:
1-Inadequate
2
3-Minimal
4
5-Good
6
7-Excellent

Inadequate 1	2	Minimal 3	4	Good 5	6	Excellent 7
SPACE AND FURNISHINGS						
1. Indoor space*						
1.1 Not enough space to provide adequate care for the highest number allowed to attend at one time (Ex: basic furniture crowds space so children and staff cannot move freely; crowding causes conflicts among children).*		3.1 Enough indoor space for children, staff, and basic furnishings for routines, play, and learning.*		5.1 Ample indoor space that allows children and staff to circulate freely, enough space for mealtimes, group times, and suitable space for activities in free play.*		7.1 Natural light can be controlled (Ex: adjustable blinds or curtains).*
1.2 Space lacks sufficient lighting, ventilation, temperature control, or is very noisy (Ex: staff or children complain about temperature; staff must talk loudly to be heard above constant noise).		3.2 Adequate lighting, ventilation control, comfortable temperature, and reasonable noise level (Ex: staff and children usually talk without raising voices to be heard; room is not stuffy or gloomy).		5.2 Some direct natural lighting through windows or skylights.		7.2 Space is accessible to children and adults with disabilities (Ex: ramps and handrails for people needing them; access for wheelchairs and walkers; push-plate doorbell instead of small button).*
1.3 Space is generally in poor repair (Ex: much peeling paint on walls or chipping plaster; damaged floors; large water stains on ceiling).		3.3 Space is generally in good repair (Ex: no major hazards that could cause injury or illness, and few minor problems such as a slightly torn rug or missing sections of the baseboards).*		5.3 Ventilation can be controlled (Ex: windows can open; fan used by staff).*		7.3 Most indoor surfaces are durable and easy to clean and maintain.
1.4 Space is poorly maintained (Ex: floors left sticky or dirty; much built up soil around baseboards or furniture).		3.4 Space is reasonably clean and well-maintained.				
		3.5 Space is accessible to all children and adults currently using the classroom.*				
		ventilation- air conditioning or fan that moves air around. or door to outside				
						→ Check Entrance for ADA accessibility • 32" doorway • door handles • 1/2" door threshold • > 1/4" beveled • ramp • doorbell height • no buttons

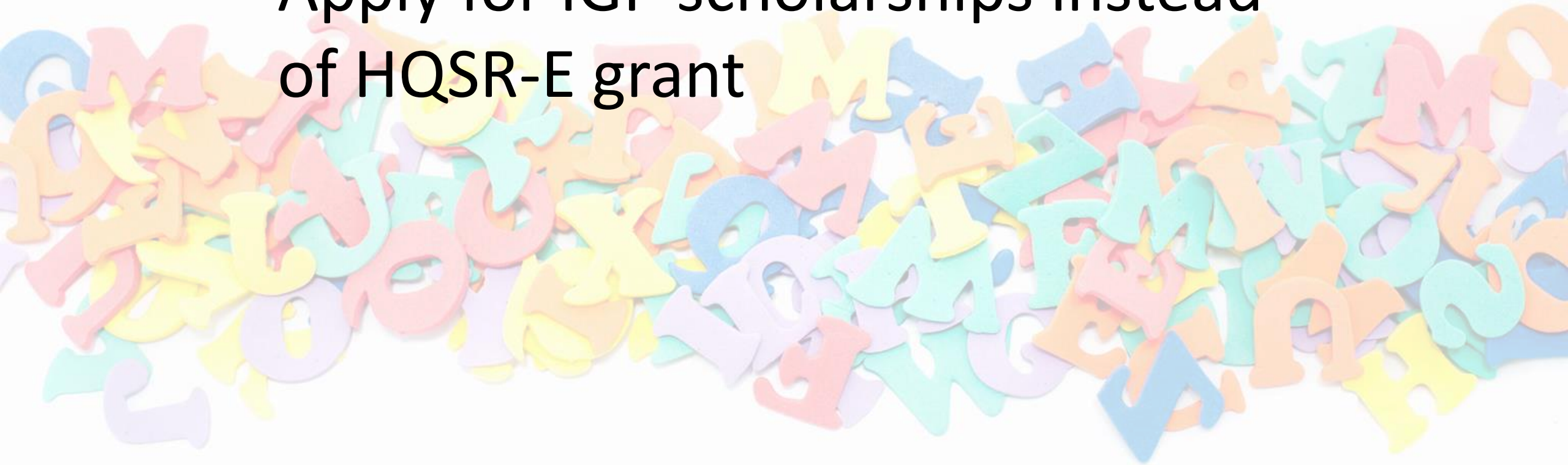
Evaluation & Training Institute

The Evaluation and Training Institute (ETI) is dedicated to helping communities and organizations through the use of information.



IGP Scholarship Option

- Florencia Schapira, DWS
- Acquire “High-Quality” designation
- Apply for IGP scholarships instead of HQSR-E grant



IGP Scholarship Application Sample

DWS-OCC 81 HQS
Rev. 03/2017



State of Utah
Department of Workforce Services, Office of Child Care
APPLICATION FOR 2017-2018
HIGH-QUALITY PRESCHOOL SCHOLARSHIP

Case Number: _____

Parent or Caregiver Name: _____

Four-year-old* Child Name: _____

Current Mailing Address: _____

City: _____ State: _____ ZIP: _____

Phone Number: _____ Email: _____

Will your four-year-old* child attend kindergarten beginning Fall 2017? ☐ Yes ☐ No

Is your child receiving special education services or enrolled in Head Start? ☐ Yes ☐ No

If yes, your child is not eligible.

Review the list below. How many of these circumstances have ever applied to your four-year-old* child? (Do not mark which of these apply to your child. We only want to know how many apply.)

Enter number that apply to your child here: _____

- | | |
|--|---|
| <ul style="list-style-type: none">• The mother of child did not graduate from high school• Single parent• Language spoken in the home most often is NOT English• Child born to a teenage mother• Child exposed to physical abuse or domestic violence• Child exposed to substance abuse (drugs or alcohol)• Child exposed to stressful life events (death of a parent, chronic illness of parent or sibling, mental health issues, etc.) | <ul style="list-style-type: none">• Parent has been incarcerated• Child lives in a neighborhood with high violence/crime• One or both parents has a low reading ability• Family has moved more than once in the last year• Child has been in foster care• Child lives in a home with multiple families in the same household |
|--|---|

To be eligible for a high-quality preschool scholarship for school year 2017-2018, this application must be completed, signed and returned or postmarked by April 17, 2017. An award letter will be mailed to scholarship recipients.

*Children must be four years old by September 1, 2017, to be eligible for a scholarship.

Return this form to:
High Quality Preschool Scholarship
PO Box 45249, SLC, UT 84145-0249
or Fax to: 801-526-4432

I understand this is a scholarship program and awards are based on availability and funding. I understand that enrolling my four-year-old child in a high-quality preschool program is my responsibility.

Name of person completing this form: _____

Parent or caregiver signature: _____ Date: _____

Equal Opportunity Employer Program

Auxiliary aids and services are available upon request to individuals with disabilities by calling (801) 526-9240. Individuals with speech and/or hearing impairments may call Relay Utah by dialing 711. Spanish Relay Utah: 1-888-346-3162.

IGP Scholarship Voucher Sample

Scholarship #396

November 15, 2017



**High Quality School Readiness Expansion
Preschool Scholarship 2017-2018
VOUCHER**

Parent Name

Child name

Parent: Take this voucher to your high-quality preschool program.

Any questions regarding this scholarship should be directed to

Florencia Schapira at 801-842-7072 or fschapira@utah.gov.

Attention Preschool Program Administrator: By accepting this voucher you are agreeing to assist the independent evaluator in completing the required evaluation. Monthly reimbursement is contingent upon continued cooperation with the evaluator and certification as a high-quality preschool program.

The Department of Workforce Services reserves the right to withhold payment if these criteria are not met.



Equal Opportunity Employer/Program
Auxiliary aids and services are available upon request to individuals with disabilities by calling 801-526-9240. Individuals with speech or hearing impairments may call the Relay Utah by dialing 711. Spanish Relay Utah: 1-888-346-3162.

jobs.utah.gov

Questions?

- Does the HQSR-E funding **only cover NEW low income children** or can I use the funding for children in my existing program?

HQSR-E funding only covers NEW low income children

- Can I charge a fee for preschool on a sliding scale based on parental income for children who are not from low income families?

Yes

- Can I apply for both HQSR and HQSR-E?

No

- Does my preschool program have to be inclusive (students with a range of abilities and some who are receiving Special Education services)?

Yes

Questions?

- Can LEAs apply for funding to have preschool teachers get their CDA or associate's degree in an early childhood related field?

Apply for DWS grant scholarship

- There is a 15% gap between reduced lunch poverty level (185%) and TANF at 200% of poverty; can we use the funding for children whose parental income is within that 15% gap?

Yes

- Can an LEA student apply for an Intergenerational Poverty (IGP) Scholarship?

Yes

- Can I use the funding for four-year-old students who were in the program last year as three-year-olds?

Yes



Critical Dates

- **December 15:** **Email** mandatory *Letter of Intent* by 5:00 PM (electronic timestamp)
- **January:** New site visits to determine High-Quality status
- **January/February:** Site visits to LEAs already receiving grant money
- **February 16:** New and renewal grant applications due by 5:00 PM (electronic timestamp)
- **March:** Utah State Board of Education (USBE) approval
- **March/April :** Notify LEAs of acceptance
- **July 1:** Program start date

Goal

- Expand access to high-quality school readiness programs for economically disadvantaged children to:
- **Increase school readiness**
- **Improve academic performance**
- **Reduce remediation costs associated with poor academic outcomes**

For more information, please contact Tammy Goodwater, USBE, 801.538.7765
tammy.goodwater@schools.utah.gov

